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ABSTRACT

Findings and recommendations are presented in this report of a research project conducted by Dawson College to assess the educational needs of the sensorially handicapped at the college level, especially as they relate to Quebec's Colleges of General and Professional Education (CEGEP). Chapter I presents the objectives of the study, places the study in the context of the current state of post-secondary education for sensorially handicapped individuals in Quebec, and defines terminology. It goes on to describe the research design, which included a province-wide survey of current and former CEGEP students with sensory handicaps, sensorially handicapped secondary school students, college personnel, and non-CEGEP personnel involved with the sensorially handicapped. Chapter II highlights problem areas confronting handicapped students with respect to their education at the CEGEP which were revealed by the study--for the hearing impaired these problems were primarily related to verbal communication; for the visually impaired the major obstacles related to accessibility to written materials. Chapter III presents recommendations for the improvement of access and integration of handicapped students in the areas of support services, information, orientation and integration, admission and registration, and community outreach. Chapter IV summarizes findings and presents suggestions for future directions. (JP)

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NEEDS ASSESSMENT OF SENSORY HANDICAPPED STUDENTS AT CEGEPS IN QUEBEC

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July 30th 1979

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9. Bissonnette, Leo and Zawilski, Ian. A Policy Paper Pertaining to the Reception of Visually Handicapped Students by Dawson College.
10. An Evolving Picture of Dawson College's Involvement with the Sensory Handicapped.
11. Beaudoin, Monique. Report on the Sensitization Campaign re: the Visually Handicapped at CEGEP du Rosemont, 1978-79.
12. Course Outline for Faculty Development Program re: Attitudes, Values and Skills Related to working with the Handicapped within the College setting.
13. In-depth summary: What is the Most Important Change you would Suggest within the CEGEP system in Order to Respond more Completely to the Concerns of Sensory Handicapped Students?
14. Willoughby, Patricia. Puccio, Anna and Novak, Liza. Report on a Vocational Project with Hearing Impaired Students at Marymount High School (in conjunction with the Monreal Oral School for the Deaf and Dawson College.)

15. Lebovitz, Renee and Lax Sandy. Report on Symposium for Visually Handicapped Students.
16. Summary of Results of the Symposium for Visually Handicapped Students.
17. Annual Report (1978-79) Association for Hearing Impaired Adults.
18. Resource material: Other colleges and Universities offering Support Services for the Sensory Handicapped.
19. Resource Material: Assorted clippings, articles etc pertaining to the Sensory Handicapped.

INTRODUCTION

The need for improved "accessibilité" and "acceuil" of handicapped students at the post-secondary school level has been defined as a priority by both the Conseil Superieur de l'Education and DGEC. The Community Services Department of Continuing Education of Dawson College was mandated by the Ministry of Education (Research and Development Department, DGEC) to assess the needs of sensorially handicapped students (the blind or partially sighted, the deaf and hard of hearing) as they relate to the CEGEP system. Province-wide in scope, the project encompassed both the anglophone and francophone milieu. Every effort was made to insure that the research was of a practical and realistic nature. In addition to providing a clear picture of the concerns of the students, recommendations were also generated from the data. These are concrete suggestions related to increased "accessibilité" and "acceuil" within the CEGEP environment. (Predominantly in conjunction with the Student Services Departments but touching on many other areas as well). A guiding criterion was their feasibility for implementation by the colleges in the immediate future. All proposals are in keeping with the Government's policy of facilitating the integration of handicapped students while at the same time stressing the importance of their retaining their autonomy within the educational system, and later on the job market.

This research and its potentially far-reaching implications represents a significant committment on the part of the Ministry of Education to increased quality of education for handicapped students.

The report which follows contains three major areas. The first describes the background to the project and the methodology used. The second highlights the most significant themes which arose from the research. The third section details a series of specific recommendations based on the data collected that are aimed at improving the educational experience at CEGEP for sensorially handicapped students. The conclusion is a summary statement and suggestions for future directions.

Much comprehensive information pertaining to the education of these students was collected in the ten months of work on this project. It would be cumbersome to include all the pertinent information in this report, however it is listed in the Appendices. All of the documents are available on request from:

Community Services Department,
Continuing Education,
Dawson College,
485 McGill Street,
Montreal, Que.
H2Y 2H4 Telephone: (514) 866-0187

Please feel free to contact us if you would like any of this information.

I would like to take this opportunity to thank all those who contributed to the success of this project. Especially important are the visually handicapped and hearing impaired students across the province. Their co-operation was exceptional.

It is especially note-worthy since their interest and committment may be seen as an indication of their perception of the vital issues that need to be energetically confronted with respect to their education.

I would also like to express my appreciation to Henri-Paul Bordeleau of the Services des Affaires Etudiants (DGEC) and other officials of the Ministry of Education, the personnel of CEGEPs (Student Services in particular across the province), the Montreal Association for the Blind, Ecole Nazareth-Louis Braille, the Montreal Oral School for the Deaf, the McKay Centre for Deaf and Crippled Children, Ecole Lucien Pagé, la Polyvalente de Charlesbourg and la Polyvalente d'Orsainville.

Finally, I would especially like to thank the staff of the Continuing Education Department, Dawson College, for all the day to day help and support they offered me. Without this, the project would not have been possible.

Many more individuals were involved than I have been able to name here. I recognize and appreciate greatly their many varied contributions.

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July 30th 1979

CHAPTER I

OBJECTIVES

1. To provide a comprehensive picture of the needs of sensorially handicapped students at the college level.

2. To evolve a concrete set of recommendations from the data which will propose new directions (i.e. changes in programmes, services, structures etc.) aimed at increasing "accessibilité" and "acceuil" within the CEGEP system for these students.

3. To conduct the study in such a way as to:
   a) work collaboratively with those involved (the students themselves, faculty and college administration, the Ministry of Education and the professionals) in order to gain committment to the proposed changes.

   b) engage in a process of sensitisation and education with those people within the colleges to the specialised concerns of these students.

BACKGROUND

In the academic year 1977-78 only fifty sensorially deprived (16 hearing disabled, 34 visually handicapped) were known to be enrolled at the college level in Quebec (statistics derived from the Services for Loans and Bursaries MEQ).

These low totals reflect a serious concern within the province with respect to the accessibility of post-secondary education to students in these categories.

Although a variety of organisations cater to their special needs at the elementary and secondary level: Montreal Association for the Blind (M.A.B.) Ecole Nazareth-Louis Braille, La Polyvalente de Charlesbourg, serving the blind or partially sighted and Ecole Lucien Pagé, Institut des Sourds, Montreal Oral School, the Mackay Centre and La Polyvalente Charlesbourg serving the deaf or hard of hearing - very few support services exist at the CEGEP level for handicapped students.

As a result many choose to either not continue with their education or to pursue alternatives in other provinces or the United States. In those areas options are available that make it more likely that they will not drop out and that they will have reasonable chances of success if they enter the post-secondary systems. For example Seattle Central Community College in Washington offers blind students services such as job exploration, career/life decision-making workshops and rap sessions. Opportunities are made available for students to develop group awareness of attitudes about and toward the blind. York University in Toronto also offers a variety of academic, personal and vocational support services to handicapped students through its Centre for Special Services for Handicapped Students.

A number of educational institutions recognise the needs of deaf and hard of hearing students in unique fashions. Gallaudet University in Washington has been developed exclusively for hearing impaired students. Other colleges (North Carolina School for the Deaf, Colorado Springs Project, George C Brown College in Toronto and Red River Community College in Winnipeg)

offer a variety of services, such as courses in teletype repaire and legal rights of the deaf, awareness building through contact and integration of hearing and deaf participants in academic and recreational activities, resource centres, interpreter services, volunteer note-takers etc.

All programmes and services are geared towards making education both more meaningful and accessible to deaf and hard of hearing citizens.

In the province of Quebec much concern has been expressed regarding education for these students but little of a concrete nature has been accomplished. Active interest is beginning to become apparent however. A two year pilot project at Vanier College in the mid-seventies offered a specific set of support services for deaf and hard of hearing students. Continuing Education at Dawson College last year offered a series of non-credit courses for blind and partially sighted adults in collaboration with the Montreal Association for the Blind. This thrust is being maintained in 1978-79 with the addition of similar organisational aid to deaf and hard of hearing adults. This has resulted in the creation of an Association for Deaf and Hard of Hearing of Adults which is committed to developing learning opportunities for their members. In May 1978 the CEGEP of Sainte-Foy documented the results of a study concerned with handicapped students and the obstacles to collegial education that they experience. Among the recommendations they expressed were:

1) The need for colleges to make policy regarding accessibility for the handicapped clear and explicit.

2. The need for resource people to be made available as sources of guidance and information for the students.

3) The need for identification of necessary books and materials in order for appropriate documentation to be provided for visually handicapped students.

4) The need for a process of sensitisation within the college with respect to the concerns of handicapped students.

Other developments are also significant. The two "tables rondes" of 1978 on "acceuil" of handicapped students at the college level dealt with similar issues. In addition, Bill 9 (Act to secure the handicapped in the exercise of their rights) states as its main intent "to ensure handicapped persons the full and equal recognition and exercise of the rights and freedom shared by all citizens." It details the creation of an "Office des Personnes Handicapées du Québec" which would be responsible for service programmes including any or several of the following elements:

a) A functional, medical and social rehabilitation programme.
b) A social integration programme.
c) Education and vocational guidance
d) A general educational and vocational study programme.
e) A remunerative employment.
f) Financial support to employers attempting to renovate their facilities in order to allow them to employ handicapped people.

The Bill also amends the Education Act specifying that every school board is responsible for providing recognised and appropriate classes for the handicapped "who needs further general and vocational education to facilitate his school, vocational and social integration from the end of the school year in which he reaches 16 years of age until the end of the school year in which he reaches 21 years of age." This legislation has potentially far-reaching implications for the designated groups.

The White Paper on College Education (September 1978) again identifies the question of "accessibilité" as an issue to be confronted with respect to the handicapped. Factors specific to the cultural reality in Quebec must be kept in mind while considering the needs of the sensory deprived. Francophone and Anglophone environments have developed distinct styles and modes of servicing these groups. Varying stances related to the use of technology as opposed to those of human resources reflect a range of approaches. These differing orientations will likely influence both the nature of the needs expressed and the definition of the most appropriate methods for dealing with the concerns. The current climate in Quebec represents an openness and a concern for sensory deprived individuals. The corresponding developments reflect an active committment towards improved quality of education for these students on the part of the Government. It was our expectation that the needs assessment conducted by Dawson College would be a constructive step towards that overall goal.

DEFINITIONS

The following are terms which appear throughout this report. They are used as defined below:

1. Academic Counselling

Counselling available through the Registrar's Office which helps students to make realistic and appropriate decisions regarding their academic course loads.

2. Buddy System

This is a system whereby each sensory-handicapped student who desired would be linked up with a student (ideally in a similar programme) from the general student population. The latter would then function as additional support for the handicapped student by helping out with orientation, reading information, taking notes and any other kinds of involvement they negotiate together. This system would be initiated by the person in the college responsible for the dossier on the handicapped. It might possibly be a paying job for students although this is not necessary or even advisable.

3. Faculty Development Programme

A programme whereby courses, workshops, resource material and support is available to faculty to facilitate their professional development and increased competence in the college environment.

4. Faculty Mentor System

System whereby faculty members who volunteer are trained to function as individual mentors for a small number of students. They would meet with students individually early in the year and then provide consistent contact and liaison when they and the students desired.

5. Hearing Impaired Student

Any student whose hearing impairment is a factor to consider with respect to their learning experience at college. This would therefore include the whole range of handicaps - those students who are totally deaf as well as those who are only slightly hard of hearing. The important criteria is that the hearing impairment influence their education in some way.

6. Journées Pédagogiques

Days set aside each semester on which classes are cancelled and the entire college community (faculty, administration, students, support staff) are invited to participate in workshops and other activities designed to address themselves to relevant issues within the individual colleges.

7. Learning Centres

These are centres located within the library setting which offer a variety of human and material resources to facilitate the learning process. These are currently available in some colleges and are well used by the general college population.

8. Note Takers

Students in the same class as a sensory handicapped student who takes notes through a carbon coby method that they share with their fellow student.

9. Personal Counselling

Counselling services available through Student Services that are designed to help students deal more effectively with a range of personal issues.

10. Special classes

These would be non-integrated classes (i.e. composed only of deaf and hard of hearing students) that would be needed occasionally. These would be especially critical in transition courses or where remedial work (reading, writing and basic mathematics skills) is necessary. It would be especially important that these teachers be sensitised to the special needs of these students.

11. Tutors

Students, teachers or support people who would spend additional time as needed with the sensory handicapped student in order to give them the extra support with academics that is necessary.

12. Visually handicapped student

Any student whose visual handicap is a factor to consider with respect to their learning experience at college. This would therefore include the whole range of handicaps - those students

who are totally blind as well as those who are partially sighted. The important criteria is that the visual handicap influence their education in some way.

DESIGN

Respondant Groups:

The following groups were identified as important sources of information for this study. They are listed in order of perceived priority with respect to the focus of this research.

	Questionnaires Distributed	Questionnaires Returned
1. Sensorially Handicapped Students Registered at CEGEP		
Visually Handicapped (Francophone)	37	32
Visually Handicapped (Anglophone)	10	6
Hearing Impaired (Francophone) (Post-Secondary including part time continuing education students).	40	18
Hearing Impaired (Anglophone) (Post Secondary including part time continuing education students).	30	13

	Questionnaires Distributed	Questionnaires Returned
2. Sensorially Handicapped Students who have been registered at CEGEP (or equivalent) in the last three years.		
Visually Handicapped (Francophone)	26	14
Visually Handicapped (Anglophone)	11	9
3. Sensorially Handicapped Students currently at Secondary IV or V		
Visually Handicapped (Francophone)	22	9
Visually Handicapped (Anglophone)	20	0
Hearing Impaired (Francophone)	28	13
Hearing Impaired (Anglophone)	43	17
4. College Personnel (Teachers, Student Services, Registrar's Office, Health Services, Library Services)		
Francophone	1000	107
Anglophone	150	45

	Questionnaires Distributed	Questionnaires Returned
5. Personnel in organisations outside the CEGEP system who are involved with the sensorially handicapped.		
Visually Handicapped (Francophone)	80	28
Visually Handicapped (Anglophone)	25	7
Hearing Impaired (Francophone)	60	13
Hearing Impaired (Anglophone)	30	6

The total number of questionnaires distributed therefore is 1612 and the total number returned was 337. In addition to those totals tabulated above 40 questionnaires arrived too late to be included in the final summaries.

These figures are significant in that they represent a large segment of the population in Quebec. These are people who are either already involved or might potentially be involved in some way with the sensorially handicapped and their education. Even if individuals did not return their questionaires , the fact that they received the related information (and continue to receive summaries of the data and the final report) reflects an increase in awareness on the part of many people with respect to the needs of these students. The impact of even this relatively superficial involvement cannot be disregarded.

If the scope of the project had permitted, the following groups would also have had useful ideas and experiences to contribute to the research:

1. Sensorially handicapped students who have completed Secondary V in the last several years but have chosen not to go on to further education.

2. Sensorially handicapped students who began college level studies but dropped out before they completed their programme.

3. Parents of sensorially handicapped students.

Gathering insights from these groups of people would be relevant if any follow up to this research is planned.

Data Collection and Analysis

Information was obtained from these groups in the following manner: four primary methods for data collection were utilized. Where necessary, the techniques used were modified in order to best suit the group being studied.

1. Questionnaires

Written paper and pencil questionnaires were used extensively. Modifications for specific target groups included distributing the questionnaires in braille and simplifying the language greatly for the deaf and hard of hearing students. These adaptations enabled the research to comprehensively cover a large segment of the populations and to approach them in a medium that was most appropriate to them. Preparation of the questionnaires with these considerations was significantly more complex but the results clearly justified the effort. This strategy increased the likelihood that the sensory handicapped would respond to the questionnaires because they were more easily understood. It also resulted in increased involvement and trust in the project since many students viewed our effort with braille in particular as an expression of the project's committment to the real needs of the students.

2. Interviews

Where possible (given the limitations of available time, budgetary restraints etc) the interviewing method was utilized to obtain an in-depth view of the desired groups' perspective. Significant patterns are highlighted later in this report.

3. Written Documentation and Resources

These materials describe a variety of organisations and resources that serve sensorially handicapped students. This information is organised, summarised and made available as an additional resource for future programming.

4. Symposium for Visually Handicapped Students

This one day workshop collected data through a process whereby visually handicapped students had an opportunity to express their concerns with their peers and to dialogue with college personnel. Information related to the needs of this group was also obtained through the planning committee which was composed of visually handicapped students at the CEGEP and university level. This workshop and the involvement of the planning committee was made feasible through the energy and committment of a student team from the Applied Social Science Department, Concordia University. They provided the on-going support and co-ordination that facilitated the planning and participation in such a day by the visually handicapped students.

Chapter 2

Themes arising from the Data

In this section problem areas confronting the sensory handicapped with respect to their education at CEGEP are discussed. Significant patterns which have evolved over the course of the study are highlighted and put into context. The rationale for selection of these problem areas for discussion hereis related to how frequently and with what intensity the issues appeared in the results of the questionnaires, the analysis and other documentation and information acquired over the period of the project. They are not merely selected randomly but do in fact represent the most critical concerns of these students as they have been expressed over the course of the research.

One of the first observations worth noting is that many of the problem areas identified here are not unique to the sensorially handicapped student. They are not in fact even unique to the handicapped student in general. Rather they represent manifestations of areas of difficulty which are experienced by even the most "normal" student. In the case of the sensorially handicapped student however these problems are amplified and present much more serious cause for concern. It is important to realize that we are not dealing with issues relevant only to the sensory handicapped; it is more accurate to state that these are most frequently dilemmas which confront every student at CEGEP.

The experience of these dilemmas differs only to degree. The intensity of the experience of the problem areas justifies additional support for these students by the college. This is critical if sensorially handicapped students are truly to have access to their due right; college education of a comparable quality to that of their peers. In some cases the recommendations call for changes that would affect the entire student population. Because of what has been described above this is in some instances the most appropriate measure. It may well be an unexpected bonus if changes designed to improve the educational experience for the sensorially handicapped also result in alleviation of some problems for the general student population. This point forms a basic premise from which the following discussion as well as the recommendations are built. There has been a tendency in the past to lump the visually handicapped and the hearing impaired together in one category, to label that category "sensorially handicapped" and to treat both groups in a similar fashion by virtue of the fact that they have a sensory deficiency. A great effort has been made to avoid that generalization over the course of this study. Although receiving the same "core" questionnaire there were modifications in each version depending on the specific handicap. All contact with the students in both groups was attempted to be carried out in a manner that was sensitive to the specific concerns of that particular group.

However it has become clear over the course of the study that there are some issues which are common to both groups. In the dicussion which follows and in the recommendations of Chapter 3 the first items for consideration will be those which are shared between the two groups.

These will be followed by sections which deal with those aspects of reality which are specifically related to the nature of the handicap.

The first issue to be confronted is that of accessibility. Although most secondary level students expressed optimism that they "probably would" go on to CEGEP (only Francophone hearing impaired students said that they "definitely would not") the reality is, as is expressed in the enrollment statistics of the sensory handicapped, that very few do in fact continue to college level studies. This phenomenon is further substantiated by the data received from college personnel. The most frequent comment expressed by this group was that they had had little or no experience with this group of students. Many returned the questionnaires blank with the explanation that they were unable to comment on the nature of their college with respect to the sensory handicapped since they had had no involvement with these students. This commentary reflects a serious problem. Many institutions appear to use the rationale "there is no need for additional support services or any changes to accommodate the sensorially handicapped since we don't have any anyways." This attitude is most detrimental since it perpetuates the norm that few sensorially handicapped students opt for CEGEP. They currently assess their chances for success in that environment as not being very great and in most cases this evaluation is likely quite accurate. Unfortunately, they often attribute the causal factors to their own personal inadequacies while they are in fact also intrinsically linked to qualities of the college environment.

It is imperative that this cycle be broken if sensorially handicapped students are to perceive themselves as having access to a college level education in which they have a reasonable chance of success. Each college must assert itself, and be accountable for providing an optimum learning experience for these students.

One of the trends which appears consistently in the data from all the groups surveyed is the critical need for education within the entire college population - students and personnel - with respect to the concerns of the sensory handicapped. Because of the tendency for the handicapped to be dealt with in segregated, institutional settings, many people in the college environment have never even come in contact with a sensory handicapped person before. Consequently they lack much fundamental information and are often operating from stereotypic images of these people, perceptions which are often faulty. Even more important than the missing information are the attitudes and values the general population tends to hold with respect to the sensory handicapped. These are of paramount importance because it is peoples' underlying attitudes and values that shape and determine their day to day behaviour. It is on these basic premises that on-going interactions are based. Consequently it is not enough to simply propose changes in structure and programme within the CEGEP system in order to respond to the needs of the sensory handicapped. The problem really goes much deeper than that. If the personnel expected to carry out the modifications in services in order to benefit the handicapped, training will have to be done with these individuals in order to explore their values, clarify their understanding of the sensory handicapped, increase their awareness and ultimately move towards changes which will improve the situation for these students within the CEGEPs.

Basic human issues such as these are recognized as highly significant and will be one of the most critical factors to be dealt with if the college environment is ever to truly serve sensory handicapped students with the quality of education they deserve.

One of the areas in which a different approach is necessary if sensorially handicapped students are to choose to come to CEGEP in greater numbers than at present is the dissemination of information. The data showed quite clearly that many students desired more knowledge about what options CEGEP would offer them. They wanted information about the different programmes, courses and services at the college level as well as some understanding of the potential job possibilities when they graduate. It seems critical that colleges begin to make more of an effort to actually visit the specialized secondary institutions, let sensorially handicapped students know very explicitly that CEGEP is an option that is available to them. Without such a concentrated campaign, these students will continue to be forgotten by the colleges, ignore CEGEP as one of their choices as they plan their future and actually will not receive what is their due right as citizens of Quebec: a post secondary education.

Once accepted at the college, there are several concerns which the sensory handicapped share regardless of whether their handicap is visual or auditory. One of the most critical phases is that of orientation to CEGEP and

transition from their secondary institution to a new college. This transition period is often difficult for the average student and,as has been stated earlier, it becomes just that much more exaggerated for the sensorially handicapped individual. It is a time that those considering going on to CEGEP express apprehensions about, a period that current and post-CEGEP students remember as a difficult period. It is important that support services be intensified at this time. Specific recommendations follow in the third chapter as to how this might best be accomplished.

Students, personnel in institutions serving the sensorially handicapped outside the CEGEP system, and college personnel continuously voiced the need for additional support services for sensorially handicapped students if their success at CEGEP is to be a reasonable expectation.

For the most part, the process necessary to meet these needs would involve a reorganization and re-education of human resources as well as the implementation of related policies. Relatively small capital expenditures would be required in view of the enormous benefits the changes suggested would bring to the sensory handicapped.

The changes do not entail the creation of a totally new position within the CEGEP system. What is involved is a redefinition and reclarification of some job descriptions that already exist (especially within Student Services) with respect to responsibilities related to the sensory handicapped. Specific problem areas will be dealt with in relation to each of the two groups. Recommendations regarding helpful changes in order to alleviate the difficulties follow in the third chapter of this report.

The problems which stand out most emphatically for the deaf and hard of hearing are quite obviously those related to communication. Not being able to express themselves with those they encounter in the college and not being able to understand what others are saying to them constitutes formidable barriers for life in general and education in particular. These difficulties are most critical within the classroom setting. If hearing impaired students cannot understand what is going on, their task of being academically successful is hindered dramatically. A variety of dilemmas confront even the best of lipreaders; teachers whose bushy beards all but conceal their lips, teachers who stride abruptly back and forth around the classroom as they talk and hence are not visible and teachers who rely extensively on tape slide show presentations or movies. All these behaviours result in what is happening in the classroom being virtually incomprehensible.

Those who rely on interpreters (skilled individuals who do simultaneous translation from the spoken word into sign language)experience different, yet equally unmanageable, hardships. The biggest difficulty is that there are no professionally trained interpreters available in Quebec. There are some individuals who do function as interpreters but even those are very small in number. Consequently, even when students manage to obtain funding for interpreters they are unable to locate individuals who can perform that function for them in class. The net result of this dilemma is that what occurs in the classroom is largely lost to the deaf student who has need of an interpreter. A process needs to be initiated whereby a fellow student takes notes using carbon copy for the hearing impaired student.

Since the hearing impaired student misses so much of what happens in the classroom sessions remedial tutorial sessions are essential. These are only minor compensatory measures however, what is really needed is a pool of available interpreters. All of these special dynamics of communication present serious problems for these students as they attempt to pursue their academic studies.

In this day of advanced technology, there are a number of important mechanical aids which can help the hearing impaired student deal with problems of communication in the classroom. One of the most simple and most useful is an FM amplification system (Phonic Ear). By the teacher wearing a microphone connected to the system used by the hearing impaired student, sounds are amplified so that they are considerably more audible. Learning how to use this system with a minimum of inconvenience is very easy. Aids such as this are already in use within secondary schools in the province where hearing impaired students are integrated into regular classes. Their potential use within college classrooms must be investigated since technology represents one very feasible means of helping hearing impaired students minimize the largest obstacle to learning that they experience: communication.

When considering the problems encountered by visually handicapped students at CEGEP it is important to note that there are various degrees of incapacity associated with visual handicaps. The handicap may range from total blindness to slight shortsightedness. In fact, the legal definition of blindness actually includes a wide range of disabilities.

Where a visually handicapped student falls along this range will have a strong effect on the extent and nature of the problems experienced. A student whose visual handicap falls close to the limits of the legal definition of blindness may be almost totally independent as far as mobility is concerned (i.e. does not need a guide dog or a cane to get around) but may face most of the pedagogically related problems which are common to students with more severe visual handicaps.

Another consideration is the type of visual impairement, a factor which contributes to the student's visual functioning. With some eye disorders vision may actually fluctuate and even stable visual conditions may be temporarily influenced by factors such as lighting, fatigue and emotions. This report is addressed to the widest range possible of problems encountered by the visually handicapped. Some of the discussion and some of the recommendations however, are specific to a certain degree of handicap. It is important to be aware that a solution to one visually handicapped students needs may not necessarily be the most appropriate solution to the related needs of another. The major problems for visually handicapped students are located in the domain of communication. While for hearing impaired students this is experienced in relationship to verbal interactions, for the visually handicapped it is in the arena of written communication that they encounter most difficulty.

These problems permeate all aspects of college life, both academic and non-academic, and pose significant obstacles to be overcome if the visually handicapped are to have access to a high quality CEGEP education.

One of the most serious ways in which this affects students is the difficulty in obtaining the written material (texts, copies of handouts, library materials, registration information and tests) in time for it to be useful to them in their courses. There are services available to transcribe materials from print to tape or braille. However, it is often impossible for students to know their courses early enough in order to contact their teachers to find out their books and make arrangements for them to be translated. A frequent result is that course materials arrive just as the semester is about to end, obviously of little use to the students. This lengthy and inefficient process is the largest retarding factor for visually handicapped students with respect to academic success.

It is a dynamic that visually handicapped must deal with constantly. Registration material for example is typically a mass of information about registration procedures, courses descriptions, schedules, and programme requirements that is largely undecipherable to the visually handicapped student. Bulletin boards, posters etc constantly bombard the college community with information to which the visually handicapped needs access. In the classroom students may experience difficulty with teachers who make extensive notes on the blackboard or make excessive use of visual demonstrations unless alternative arrangements can be negotiated between teacher and student. Note-taking may present problems.

The evaluation process was also an issue of concern for visually handicapped students. The standard time set aside for exams and assignments is not usually sufficient if visually handicapped students are to be guaranteed an equal chance in this setting. The mechanics of expressing themselves in written form typically take longer periods than for sighted students and allowances must be made for this factor. However, teachers are not always co-operative in negotiating alternative arrangements.

Use of the library also constitutes a major dilemma for the visually handicapped student. It is acknowledged that the general student population is in need of some orientation to the library and the resources it offers in order to learn how to make best use of it and to feel comfortable in the process. Like many other issues already discussed this task is exaggerated for visually handicapped students. There is a great need for library personnel to become more aware of how they can be more helpful to the visually handicapped if the library is to become a source of information and support for learning as opposed to generating the feelings of frustration and anxiety that are more commonly the case.

One of the most urgent needs expressed was that of access for visually handicapped students to special visual aids and writing devices which can help the student compensate for a visual handicap. Colleges in Quebec have much catching up to do if they are to equal the positive impact of the programs implemented in some other Canadian and American educational institutions. Without the availability of these devices (close circuit television viewing system, optacon, braille writer etc) it is difficult for the visually handicapped student to profit from the time spent at school outside of the hours devoted to courses. It is often very hard if not impossible to schedule a student's courses so that not much time has to be spent at the college between classes.

Unless the student has the necessary equipment available for use during this time, the time will not be able to be spent constructively (i.e. doing school related work). The student will therefore be at a disadvantage with respect to successful completion of academic pursuits as compared to sighted students. The availability of such devices would also help the concerned students to better use the library facilities as opposed to having to bring home all the books and other materials to read them or to have them read or taped.

However, the need for special equipment should not be seen as being limited only to visual aids and writing equipment. For instance in a mathematics course the visually handicapped student may require a talking calculator in order to benefit from equal opportunity in the pursuit of knowledge. This need for special equipment (other than visual aids and writing tools) would seem to be more applicable in the case of some three year technology programmes and some natural science programmes (especially in labs). In such cases, the lack of suitable equipment may prevent a visually handicapped student from entering the programme. An example of this would be in the area of data processing and computer science, where a blind student could not even think of entering the programme if a computer terminal or a key punch machine did not have braille read outs. Many machines which have been converted for use by blind people are available and, with the level of technology which exists today, adapting machinery to suit the needs of visually handicapped students is a realistic objective.

An area which, interestingly enough, is perceived as more of a barrier by sighted individuals than by visually handicapped students themselves is that of facilities and physical mobility.

Familiarisation with the physical layout of the campus (classrooms, library, cafeteria, washrooms, elevators, etc) often presents problems, particularly at a multi campus institution. However these problems are usually of a temporary nature and the visually handicapped student becomes used to the environment and can "get around" like most other students. The visually handicapped face mobility concerns in all other aspects of their lives. They are well practised in dealing with these concerns and hence they do not appear especially important. This is not to say that there are no problems related to mobility, only that they are of less significance than perceived by the sighted population. Recommendations are described in the following section that, if implemented, would help the visually handicapped to overcome mobility problems and speedup the process of familiarisation with the physical layout.

In conclusion, it is clear that there are a number of very specific problems which the sensory handicapped experience in relation to collegial education. For the hearing impaired, these are primarily linked to difficulties in verbal communication. For the visually handicapped, the major obstacles are related to accessibility to written materials. It is encouraging to note that for all the problem areas described there exist reasonably simple means within the structures that already exist within the CEGEP system to alleviate these difficulties. The third section will detail recommendations for changes which will improve the areas which have been discussed here. It is important to stress once again that many of these problems are not unique to the sensory handicapped. They often represent difficulties experienced by the general student population. In many cases changes designed to better serve the sensory handicapped will in fact better serve the overall student population.

CHAPTER 3

RECOMMENDATIONS

The following recommendations are the culmination of ten months of intensive study and research into the needs of visually handicapped and hearing impaired students at the college level in Quebec. They are specific suggestions accompanied by relevant description and rationale. They are intended to provide concrete direction for changes within the CEGEP system in order to facilitate accessibility for sensorially handicapped students and to insure a reasonable chance of success with their education at the college level.

The process of arriving at these recommendations included a series of workshops (French and English) in June, 1979 held at Dawson College. Educators at the secondary level, deaf and hard of hearing and blind and partially sighted students studying at the college and university level, teachers, Financial Aid personnel and nurses from a number of CEGEPs, other personnel working with the sensory handicapped in organisations external to the college system and representatives from the Ministry of Education and the Ministry of Social Affairs worked together to study the data collected from the questionnaires and to formulate recommendations based on the results. The involvement of this resource group was significant. Their contributions helped in the development of realistic and appropriate recommendations based on concrete experience with sensorially handicapped students.

The first set of recommendations are those which pertain to both groups of handicapped students. (Although this study has been focused on the needs of sensorially handicapped students, this first section could actually pertain to any group of handicapped students.)

These are followed by those which are specific to the needs of either the visually handicapped or hearing impaired student.

One of the most important factors for consideration that has arisen out of this research is that very few of these recommendations would necessitate large expenditures of money in order for them to be implemented. A common rationale to defend the lack of maximum services for these students has been the purported need for additional funding over and above normal operational and capital budget expenses. The reality is quite different from this misconception. The results of this study clearly indicate that this argument can no longer be used by colleges as an explanation for their lack of services for the sensorially handicapped student. In almost every case, the structures and personnel necessary for providing the services described in the following recommendations already exist within the college system. However, it is critical that the specific responsibilities with respect to the sensorially handicapped within those portfolios be defined more explicitly (i.e. clearly stated as part of the job description).

College personnel are often unaware that these students exist and that they have special needs. This observation was substantiated several times when a number of colleges informed the research co-ordinator that they knew of no sensorially handicapped students registered at their colleges. Other methods used to locate these students established that there were in fact students in these categories at those same colleges. Insufficient information and awareness of these students can result in a lack of outreach and initiative on the part of those who could be providing better services for these students.

These recommendations are also formulated with the understanding that these students come to the colleges after spending many years in the educational system at the primary and secondary level. Although the focus of this research is the CEGEP system, it has become clear that changes need to occur at other levels in the educational system in order to offer these students the optimum in quality education. The study has suggested that efforts need to be made continuously by local school boards and the Ministry of Education to upgrade the preparation of these students (both academic and social skills) at the earlier levels. This is necessary if the students are to have the best chance of succeeding with college studies. Interventions and changes at the college level, although important, are not sufficient if the goal of true autonomy for these students is to be reached.

All of these recommendations are designed to decrease the dependency of the sensorially handicapped student. This philosophy does not negate the appropriateness of additional support, if and when it is needed. The provision of the services suggested here is not intended to be patronizing in nature, but to recognize that these students have special needs which necessitate some special services. It must be stressed that the underlying theme of all these recommendations is to facilitate the increased autonomy of these students.

RECOMMENDATIONS RELEVANT TO BOTH GROUPS

General Plan

1. It is recommended that CEGEPs publicly recognize their responsibility to insure that sensorially handicapped students have access to and receive collegial education comparable in quality to that of any other students.

2. It is recommended that CEGEPs actively recognize their responsibility to provide the maximum in services to sensory handicapped students in order that this right is fulfilled. As part of this process it is recommended that the Board of Governors of each college pass and make public a resolution to this effect.

3. It is recommended that the Ministry of Education establish clearcut guidelines for the CEGEPs with respect to sensorially handicapped students and that a system to monitor the individual colleges is established in order to insure that these guidelines are implemented.

4. It is recommended that the Ministry of Education study and assess the need for any changes in capital budget expenditures (equipment, building, renovations etc) for the future.

These recommendations are in accordance with statements of position as defined by the Ministry of Education and the Ministry of Social Affairs related to the sensory handicapped in such documentation as The White Paper on College Education (1978), Bill 9 (Act to secure the handicapped in the exercise

of their rights) and L'Ecole Québécoise - A Statement of Policy and Action for Children with Learning Difficulties (1978).

Support Services

5. It is recommended that one person within each college be responsible for the dossier of the handicapped. This need not necessarily be a new full time position, but if these responsibilities are to be part of an existing job description they must be clearly defined. These functions might be assumed by a person within Student Services. Having such a person would enable the handicapped students and secondary level institutions to deal with one key person rather than many different individuals within a single college. This person could be seen as performing the role of Ombudsperson, an individual with special training who would work on any issues related to handicapped students and also be responsible for sensitizing the college population.

6. It is recommended that extensive support services be available when needed. Where they already exist they should be better able to respond to the needs of sensory handicapped students. These include the following: a) Academic Counselling, b) Personal Counselling, c) Note-takers, d) Buddy system, e) Tutors, f) Special classes, g) Learning Centres

a) Academic Counselling

Counselling available through the Registrar's office which helps students to make realistic and appropriate decisions regarding their academic course loads.

b) Personal Counselling

Counselling services available through Student Services that are designed to help students deal more effectively with a range of personal issues.

c. Note-takers

Students in the same class as a sensorially handicapped student who takes notes through a carbon coby method that they then share with their fellow student.

d. Buddy system

This is a system whereby each sensorially handicapped student who desired would be linked up with a student (ideally in a similar programme) from the general student population. The latter would then function as additional support for the handicapped student by helping out with orientation, reading information, taking notes and any other kinds of involvement they negotiate together. This system would be initiated by the person in the college responsible for the dossier on the handicapped. It might possibly be a paying job for students although this is not necessary or even advisable.

e) Tutors:
Students, teachers or support people who would spend additional time as needed with the sensorially handicapped student in order to give them the extra support with academics that is necessary.

f) Special classes
These would be non-integrated classes (i.e. composed only of deaf and hard of hearing students) that would be needed occassionally. These would be especially critical in transition courses or where remedial work (reading, writing and basic mathematics skills) is necessary. It would be especially important that these teachers be sensitized to the special needs of these students.

g) Learning Centres
These are centres located within the library setting which offer a variety of human and material resources to facilitate the learning process. These are currently available in some colleges and are well used by the general college population.

7. It is recommended that extensive tutorial responsibilities be permitted to be included as part of a teacher's workload (i.e. tutorial responsibilities be the equivalent of one course.) Involvement of this type may be one way of dealing with the issue of over-staffing as enrollments decrease.

INFORMATION

8. It is recommended that more information about CEGEP programmes be available to sensorially handicapped students at the high school level so that they are aware that CEGEP is a viable option and that resources exist to aid them. The process of informing would include visits to the high schools (the specialized institutions) by the colleges, printed information, college calendars that include a section on services for the handicapped, school newspapers, posters and orientation trips to the CEGEPs by the handicapped students. High School students need to be especially aware that Student Services and Academic Advisors exist to assist them.

9. It is recommended that counsellors at the secondary level be sensitized to the option of college and the support services available to the sensorially handicapped.

Sensitization of College Personnel and Students to the Needs of Sensory Handicapped Students.

10. It is recommended that a concentrated effort be made to increase the sensitivity of entire college populations to the needs of sensory handicapped students.
It is recommended that colleges engage in this process of sensitisation with respect to these students regardless of whether they currently have such students enrolled or not. Increased awareness is critical and will result in an improvement in the quality of the educational experience for these students.

This activity will also make it more likely that increased numbers will come to a CEGEP in the future. The process is cyclical, the more sensitive and responsive a college is, the better it serves the handicapped population. This knowledge spreads within the handicapped community, more such students choose to come to that particular college because it is known to offer better services - and with more such students integrated in the regular programs, awareness spreads further. Colleges which deny there is a need for a process of sensitization within their college because "they have no such students" only serve to virtually guarantee that few sensory handicapped will attend that college in the future. It is part of their responsibility to break this pattern.

This process of sensitisation can occur in two primary ways:

a) the mere presence of sensory handicapped students integrated into a college has the effect of making the college population more aware.
b) through an active process designed to increase awareness. The initiation of this process would be the responsibility of the person with the dossier of the handicapped.

11. It is recommended that the sensorially handicapped students take a large role in informing their teachers and other college members they come in contact with as to their needs, the aids they use, helpful and unhelpful behaviours etc. In this way, the sensorially handicapped students would be taking responsibility for themselves while participating actively in the process of sensitization within the college.

12. It is recommended that students be encouraged to form an Association for Handicapped Students within each college if they perceive it as in their interest to do so. This Association would not be restricted to sensory handicapped students. It could provide a source of support for these students, an opportunity to express their concerns and increase the awareness within the college to their needs. It might also be a useful group that could take a significant role in lobbying within the CEGEPs and with the Ministry of Education in order to effect changes that would benefit them.

13. It is recommended that teachers in particular be sensitized to the needs of these students and what they can do to facilitate the learning experience for them. Some ways of accomplishing this are: workshops specially designed for interested teachers (possibly through the Faculty Development Committee), workshops focused on related issues at Journées Pedagogiques, courses in the faculty development programme, meetings with departments that have sensory handicapped students registered in their programmes, across the college support group meetings for teachers who have sensorially handicapped students, information and training within the Faculty Mentor System and credit and non-credit courses in Sign Language.
Information on the education of the sensory handicapped could be available in the Faculty Development and Resource Centre and the library.

TRANSITION: ORIENTATION AND INTEGRATION

14. It is recommended that orientation include some awareness building with the sensorially handicapped about the services that exist to respond to their needs. A special information booklet would be helpful as well as an individual interview with Student Services in order to put them in touch with those individuals who could respond to their needs. Apart from this, orientation need not be significantly different from that provided for "normal" students.

15. It is recommended that the secondary level institution inform the college as soon as a student initiates the process to apply to a particular CEGEP. The person responsible for the dossier of the handicapped would then initiate preliminary contacts with the student, the Registrar's office, Services d'Aide Pedagogique and Student Services. Preliminary steps would include finding tutors, informing parents about the progress made and the support needed, finding teachers to give supplementary courses and applying for Financial Aid. Direct support to the student would include 1) personal preparation (information and psychological), 2) help in decision making re: choice of programme (CEC or DEC) by Services d'Aide Pedagogiques, 3) evaluation of extra teacher time required.

In all of the above, the student would be expected to take as complete responsibility as possible for all the actions in order to function as independently as possible. Liaison people would only intervene when the student required additional support in order to meet his /her needs.

16. It is recommended that support from the secondary institution (i.e. actual presence of the liaison person at the college) be available during the first several days of classes, then every two weeks, gradually decreasing until the student has no need of this help from the secondary level institution. This would ensure a gradual process of integration that offers the maximum in support to the student.

ADMISSION AND REGISTRATION PROCEDURES

17. It is recommended that on the application form to the colleges there be a question which would allow students to indicate their handicap. This would be optional, therefore allowing those who fear discrimination to refrain from answering.

18. It is recommended that immediately upon processing the application, the Registrar's office inform the person in the college responsible for the dossier on the handicapped of the student's presence. This process would be especially critical for those students who apply without connections to a secondary institution.

This individual would then arrange for pre-registration counselling and initiate the steps outlined in Recommendation 15. Pre-registration counselling would include helping students to assess which programmes to enroll in in order to have realistic chances of success, both at CEGEP and later on the job market. In general, it is recommended that the primary criteria for denying a student entry to a particular programme be the legal criteria. i.e. visually handicapped students would not be allowed to enter the Maritime Navigation programme as they would not legally be permitted to work in that capacity. Using this criteria, very few programmes would actually be closed to sensorially handicapped students. It might also be important to arrange to have someone accompany the student to registration.

COMMUNITY OUTREACH

19. It is recommended that colleges actively establish liaison with community agencies serving the sensory handicapped in their region. This would help CEGEPs be more informed as to the services offered these students through other agencies. The goal would be to work collaboratively with these organisations in order to maximize on the resources that exist, offer the optimum in services and avoid unnecessary duplication.

20. It is recommended that sensorially handicapped students who wish to participate in extra-curricular activities be permitted to do so. There should be a serious effort

made to ensure that a sensorially handicapped student is not denied entry to any activity for any reason other than the danger that participation would present to that student and/or any others involved in the activity. In fact, sensorially handicapped students must be encouraged to be involved in such activities if they are to participate fully in college life. To this effect, it is important that every effort be made to make information about extra-curricular activities available to sensorially handicapped students. Once involved in the activity, it would be helpful if the college could attempt to aid the sensorially handicapped student to compensate for the handicap in the pursuit of the activity.

RECOMMENDATIONS SPECIFIC TO DEAF AND HARD OF HEARING STUDENTS

Interpreters:

21. It is recommended that whenever there are 2 or 3 deaf people enrolled in a class, there should be an interpreter (manual or oral according to the need.) Bursary funding for these interpreters should be available on a collective basis through the Service des Prêts et Bourses. Application by a group would be a much needed simplication of the separate individual applications now required in order to pay a single interpreter.

22. It is recommended that a recognized interpreter training programme be set up in Quebec in order to guarantee that there will be qualified interpreters available for the students who need them.

23. It is recommended that Introductory courses in Sign Language be offered at the CEGEP level. These would be credit (college complementary courses) and non-credit courses. Participants would include hearing students, teachers, other college personnel and parents. These courses would serve to decrease the problems in communication for deaf students at the college as well as contribute to the overall sensitisation process.

Academic Requirements

24. It is recommended that students, with the help of an Academic Advisor, explore the option of working towards a CEC rather than a DEC.
Hearing impaired students could be offered an option in which the more abstract courses (i.e. Humanities) are removed in order to allow time for extra tutoring and assistance in their other courses.

Financial Aid

25. It is recommended that the financial aid program for hearing impaired students be reassessed, specifically with respect to what is available to pay interpreters.

TTY

26. It is recommended that a TTY (teletype machine and adaptor, available through Bell Canada) be located in each college and that information about its existence be circulated in the deaf community. This is an important consideration since much interaction is carried on by phone. Without a TTY this mode of communication is denied hearing impaired students. This represents a very practical and essential step in increasing accessibility for these students.

Mechanical and Technical Aids

27 It is recommended that some aids (detail below) be loaned by the government (i.e. AMEO) to the colleges which have hearing impaired students registered. These could be returned to the government and recycled to another college in the event that the CEGEP no longer has such students enrolled. This procedure would enable maximum use of resources (i.e. capital expenditures would not be made for equipment that would sit idle when no hearing impaired students were studying at the particular college that had invested.)

Aids Suitable for Recycling

1. Tape Recorders: With adjustable volume, suitable for recording lectures for playback.

2. F.M. Amplification System (i.e. Phonic Ear)
   A system in which the teacher wears a microphone, thus allowing the hearing impaired student extra amplification. At the secondary level these devices are being bought by the individual institutions.

Recommendations Specific to Visually Handicapped Students:

Written Material

28. It is recommended that standard books and written materials be available for visually handicapped students on tape or in braille. These should be prepared and available before courses begin.

29. It is recommended that a system be established whereby books and other print material can be quickly and efficiently translated into braille or tape for visually handicapped students. One way of facilitating this would be to establish a strong liaison with Magnetotèque They could be primarily responsible for the taping of texts and then colleges would take responsibility for shorter articles and handouts. It would be important that the masters of both taped and brailled materials be kept in the organization of origin and catelogued in order to be available to students in the future. Library personnel must be trained in order for the materials to remain in good condition for the longest time possible. It is critical that where such systems exist (i.e. Converto-Braille in Hull) that the government be responsible for insuring that information regarding the services be circulated to visually handicapped students and the individual in the colleges responsible for the dossier on the handicapped.

30. It is recommended that bibliographies and lists of photocopied handouts for courses be prepared well in advance of classes. This will enable the process of having material translated into braille or on tape to be initiated early enough to insure that the material is available when it is needed by the student.

31. It is recommended that a practice of inter-library loans among different CEGEPs be established in order to maximise use of the material available on tape or in braille. A catelogue should be available at each college indicating which material is available where, (including universities, outside organisations such as Magnétoteque Montreal Association for the Blind, Ecole Nazareth-Louis Braille, CNIB etc).

32. It is recommended that visually handicapped students recycle the academically-related material they have finished with that is in braille or on tape. That is, when a student is finished with taped or brailled material it would be donated to their college library. As explained above, it would be catelogued in a cross-college inventory so that all colleges and universities would know that this material was available and where. It would then be available to other students on an inter-library loan basis. Although books and handouts used in courses tend to change frequently, this system would increase the availability of materials for research papers etc. It would also insure that useful academic material would not get used only once and then be forgotten or unavailable in an institutional library as is currently most often the case.

33. It is recommended that a system of volunteer readers be set up in order to increase accessibility to written material for the visually handicapped. This system could be initiated or facilitated by the individual responsible for the dossier on the handicapped. Ideally these readers would be students in the same course as the visually handicapped student, although this is not essential. It would be extremely helpful to the visually handicapped student if some of his peers had a committment to reading short handouts and photocopies during spare periods during the day. This would help with the difficulty of having material transcribed into braille or taped and would also serve to keep the students more up to date.

34. It is recommended that teachers and students explore how the teachers can be most effective in helping the student deal with the reality of being visually handicapped in the classroom setting. For example, the teacher could express black board notes verbally at the same time as writing them, arrange to loan students copies of the teacher's notes, or those of other students, allow students to explore demonstration material, and be aware that group discussions are difficult for visually handicapped students since they are unaware of non-verbal cues.

35. Registration

It is recommended that visually handicapped students be permitted to pre-register for their courses. This should happen at the earliest possible date (i.e. as soon as time-tables are finalized.) Knowing their schedule in

advance would then enable the student to contact teachers, find out what books will be needed and initate the process of getting materials taped or brailled in order to have them at the same time as other students.

36. It is recommended that visually handicapped students be helped, with the aid of Academic Advising to arrive at a schedule best suited to their needs. This would likely mean a schedule without large blocks of time between classes as this often becomes waste time for the student if they are unable to find a place to work with the equipment and aids they require.

37. It is recommended that special arrangements for evaluation procedures be negotiated between student and teacher in order that the exam process for the visually handicapped student be as similar as possible to that experienced by the sighted student. That is, the time allotted for exams should be longer for the visually handicapped student as it takes longer to read the material in braille or have it read aloud than the process does for a sighted person. (Time and a half is generally considered acceptable.) Oral exams should only be one of the options available to the student; they are far from ideal since they give the student little opportunity to reflect and revise thoughts and do not approximate the method used for sighted students. Another option is to allow handicapped students to write their exams in an area where it would be possible to use a typewriter.

38. It is recommended that in order to insure maximum academic support for the visually handicapped student, collaborative measures be taken between secondary institutions and colleges to secure the supportive services of itinerant teachers. These teachers function as learning consultants, travelling to various educational institutions on a scheduled basis. Itinerant teachers serve as a liaison between teachers and students, helping them deal more effectively with classroom situations and resources especially adapted for the visually handicapped. The funding for these teachers would likely be provided by the secondary institutions.

Library Resources

39. It is recommended that library personnel in particular be sensitized to the needs of visually handicapped students and be made aware of how they may be most helpful to these students. This is critical if libraries, with their traditional wealth of print materials, are to become truly accessible to the visually handicapped student. They must become a resource for learning as opposed to remaining the largely untapped area they represent for many visually handicapped students. Efforts must be made to orient the visually handicapped students. Efforts must be made to orient the visually handicapped students to the library and the many varied resources it offers. (i.e. Audio-Visual aids etc.)

40. It is recommended that each college provide space (i.e. a small room) where visually handicapped students could do their school work with the use of the aids they require (typewriters, tape recorders, brailler etc.) Because of the noise involved with most of this equipment the open library environment is not appropriate. However, in terms of paralleling the services offered to sighted students, it would be ideal if this room was located close to the library facilities. This would enable easy access to Audio visual equipment and other library resources related to their studies. A room like this is essential if students are not to waste their hours between classes. This room would not need to be designated as exclusively available to the visually handicapped. It could be shared with other students (i.e. possibly using microfilm).

41. It is recommended that colleges be considered admissible categories for receipt of technical aids and equipment useful to the visually handicapped in their studies. These aids are currently available only to individuals through AMEO (Aides Mechaniques et Electroniques d'Orientation), funded by the Ministry of Social Affairs. It is recommended that these be loaned by AMEO to the colleges which have visually handicapped students registered. These could be returned to the government and recycled to another college in the event that the CEGEP no longer has such students enrolled. This would enable maximum use of resources (ie capital expenditures would not be made for equipment that would sit idle when no visually handicapped students were studying at the particular college that had invested.)

If a college has more than one campus, the equipment would be placed on that campus that has a higher concentration of students who could benefit from that type of equipment.

Aids suitable for recycling:

1. Optacon: tactile instrument which gives blind person direct access to print. Only seen as a complement to braille and tape, it is useful for short articles.

2. Short Circuit TV with read/write viewing system:
   A system useful for the partially sighted person that enlarges print with an attachment for simultaneous reading and typing.

3. A braillewriter:
   Instrument which functions as a typewriter for the visually handicapped.

42. It is recommended that these technical aids and equipment be located in the library or the room designated as the study area for the visually handicapped. It is recommended that library personnel become aware of the functioning of this equipment.

Orientation

43. It is recommended that visually handicapped students visit the college several times before classes begin in order to physically orient themselves to the campus and decrease their problems with mobility in the first few weeks of classes. This orientation would include location of classrooms, student services, washrooms, cateferia, library etc. Responsibility for facilitating this activity would rest with the individual within the college responsible for the dossier on the handicapped. It would be helpful if a mobility expert perhaps from the student's secondary institution accompany the student during this initial stage of orientation. Apart from this specific activity, the orientation and transition period would take place essentially as outlined in Recommendations that apply to both groups of students (numbers 14 through 16).

Facilities

44. It is recommended that when new buildings are constructed or existing facilities are altered that the following architectural guidelines be followed:
    a) All classroom and other areas (i.e. library) should be identified by large indented characters at eye level near the door frame.

b) Self operating elevators should have large number indicators and braille labels on the controls.

c) Staircases should have hand-ramps on both sides.

A simple modification that could take place immediately is the purchase of special transparent tape which can have floor numbers brailled on it. It is then taped over the elevator buttons. The numbers continue to show through for sighted people but the information is also then available to the visually handicapped. Apart from these few changes, no dramatic modifications are needed to make facilities accessible and easy to navigate for the visually handicapped student.

45. Financial Aid

It is recommended that the amount of financial aid available to visually handicapped students be re-assessed with a view to making it as realistic as possible. Visually handicapped students encounter additional costs related to their education because of their handicap and need to be compensated accordingly.

Communication and Information

46. It is recommended that in order to provide visually handicapped students with comparable access to printed information as their sighted peers, that the following procedures be followed:

a) That flyers and posters distributed within the college should (as much as possible) state their messages in large characters.

b) That as many messages and announcements as possible be aired on the college's radio system at regular times each day. These announcements should include information related to academic activities (such as class cancellations and guest lecturers) as well as extra-curricular activities. Visually handicapped students should be informed of the schedule for these announcements. Visually handicapped students could also arrange to have another student or someone in Information or Student Services read them the Daily Bulletin.

c) That as often as possible when the college needs to communicate with a visually handicapped student that the telephone be the method used. This would result in more direct personal contact with the student and would also help deal more effectively with the problem of receiving print material in the mail which is unaccessible to the visually handicapped.

CHAPTER 4

Future Considerations - Future Directions

Most of the recommendations cited in this report deal with issues to be confronted and dealt with in each college in the province in order to insure maximum accessibility and reasonable support for sensorially handicapped students. An option which merits consideration for possible implementation in the future is the designation of individual colleges within different regions that would be mandated to offer the maximum in services for the sensory handicapped. This would in no way remove the responsibility of the individual colleges to provide the kinds of services described in this report. It would mean however that one college per region would be optimally equipped to serve these students. For example, this college would contain an extensive tape and braille library, as opposed to other colleges which would do their best to facilitate students acquiring this material through other sources but might only have a small amount at their college.

1) Another example is that this structure would facilitate and support the feasibility for groups of deaf students having interpreters.

2. It would also mean that by virtue of having more handicapped students enrolled in the college, this CEGEP would be more sensitive than the norm to the needs of these students.

This structure would not mean that sensorially handicapped students would be obligated to go to this college. They would however be aware that it would be at the designated college that they would encounter optimal support. If they were to choose to go to another college it would be with the understanding that the designated regional college would play a role in facilitating support services for the student. For example, the designated college might arrange for the loan or transfer of some brailled material to the student's college.

It is unrealistic to fear that such a regional structure would result in "ghetto like" numbers of sensorially handicapped students. They simply do not exist in large enough numbers in Quebec for this to occur. In addition some students will continue to choose alternate CEGEPs because of specific career program choices or physical location of the college.

This step is seen as an option in terms of future directions. It is a structure which deserves significant study. An area for investigation would be the success rate of this structure which has already been implemented at the primary and secondary levels for handicapped students and those with learning disabilities. The designating of regional colleges may be a realistic method for offering these students access to and the quality of collegial education that is their natural right.

Conclusion

It is difficult to write a concluding statement that addresses itself concisely to the complex issues that have been raised over the course of this project and summarized within this report. It is sufficient to say that it is now explicitly clear and documented that visually handicapped and hearing impaired students are confronted with many problems on a day to day basis. These influence significantly the quality of education they experience within the CEGEP system. It is essential that awareness and understanding of their needs increase within the colleges. A concerted effort must be made to provide the support services they require if they are truly to have access to CEGEP education and are to have a realistic chance of success at post-secondary studies.

The concerns of these students have long been ignored or inadequately dealt with in the Province of Quebec. However, I conclude on a note of optimism. The needs of these students are now clearly described. In addition I detect a spirit of committment towards the sensory handicapped from a variety of groups. Students, administrators, Student Services personnel, teachers, and government officials all have expressed a growing interest in the education of these students. If this energy can be mobilized, and I trust it can, the reality of the educational experience for these students can be vastly improved.

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